

Whitton Playdays Playgroup

Methodist Church Hall, Percy Road, Whitton, Middlesex, TW2 6JL



Inspection date

14 September 2016

Previous inspection date

18 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider/manager does not ensure that there is suitable fire-detection equipment in the setting as required, to help keep children and adults safe.
- The manager does not fully evaluate the provision for children to identify areas for development and target all areas for improvement.
- The manager does not yet use the good assessments that staff make of children's learning effectively. She does not identify less obvious gaps in learning for groups of children, including those for whom she receives additional funding, to help them catch up even more rapidly.
- Sometimes staff do not use children's home languages in their play to help them become more confident speakers.

It has the following strengths

- Staff are kind, caring and enthusiastic. They offer good learning experiences to all children, including those who need additional support, to help them progress well.
- Staff provide a wide range of opportunities for children to develop their physical skills. Children enjoy riding on bikes and scooters, dancing and other movement activities. They are active and develop a good understanding of how to adopt healthy lifestyles.
- Children develop strong attachments to staff and quickly settle in. They are happy, make friendships, learn to follow the rules of the playgroup and behave well.
- Children enjoy listening to stories, and sing and do actions to their choice of rhymes.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- arrange for appropriate fire-detection equipment to be in place in the premises, to fully ensure the safety of children, staff and visitors. 28/09/2016

To further improve the quality of the early years provision the provider should:

- use self-evaluation more effectively to detect all strengths and clearly identify areas of development, to further improve outcomes for children
- monitor the progress made by different groups of children more effectively, to identify less obvious gaps in their learning and help them to catch up quickly
- create more opportunities for children to see and hear their home languages in their play, to build on their communication and language development.

Inspection activities

- The inspector toured the premises and checked it for safety and suitability.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at relevant documentation and records, including policies and procedures, and evidence of the suitability of staff. The inspector held a meeting with the manager.

Inspector

Katarina Hustava

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not ensured that some fire-detection equipment is in place in the newly rebuilt premises following fire damage. However, this does not have a significant impact on children's safety. For example, fire exits are clearly marked, the provider has fire-control equipment in place and staff know how to evacuate the building safely. She has already taken action to ensure that appropriate fire-detection equipment will soon be in place. Safeguarding is effective. The manager and staff are fully aware of how to recognise and report any concerns that a child may be at risk of harm. The manager does not reflect on the provision or monitor children's progress closely enough to make effective improvements to the safety of the building and children's learning. She provides staff with regular support and helps them to make the best use of training opportunities to improve teaching. For example, staff now use resources more effectively to challenge and extend two-year-old children's learning.

Quality of teaching, learning and assessment is good

Staff regularly observe children, make accurate assessments and plan for children's next steps in learning. They develop strong partnerships with parents and other professionals, to share all required information about children's care and learning. This helps to provide continuity in children's development. Staff offer play opportunities for children to solve problems and think of solutions for themselves. For example, when they interact with children while building a tower, they ask how many bricks they can place on top of each other for the tower not to fall. Staff often question children, to help extend their thinking, imagination and language skills. They assist children with how to use scissors.

Personal development, behaviour and welfare are good

Despite the weaknesses in leadership and management, staff teach children how to stay safe in a range of situations. For example, children develop a good understanding of safety rules and how to safely explore the use of different equipment. Staff use positive praise, to help children acknowledge their achievements and develop confidence. They encourage children to be independent and manage hygiene routines for themselves. Children also enjoy choosing their fruit snacks and learn about making healthy choices. Staff help children understand the differences between themselves and others, and the wider world through their everyday experiences.

Outcomes for children are good

All children have good opportunities to learn new skills that prepare them well for school. Children are confident, and enjoy counting and recognising different colours. They are imaginative and creative. For example, they enjoy making prints and painting colourful pictures. Children eagerly write their own names and learn the letters of the alphabet.

Setting details

Unique reference number	509703
Local authority	Richmond upon Thames
Inspection number	842321
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	30
Number of children on roll	22
Name of registered person	Julie Wild
Registered person unique reference number	RP512706
Date of previous inspection	18 May 2012
Telephone number	020 8898 1586 or 07956 550726

Whitton Playdays Playgroup registered in 1992. It operates from a Methodist church hall in Whitton, Middlesex. The provision opens five days a week during term times, from 9.15am until 12.15pm. The provider employs eight members of staff, of whom three, including the manager, hold appropriate early years qualifications at level 3. The setting is in receipt of funding for the provision of free early education for children aged two years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

